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ABSTRACT

A study was made to investigate factors contributing to the low performance of primary school pupils in Embu District, Eastern Province, Kenya, both in classrooms and on the Certificate of Primary Education Examination. Two rich rural schools, two urban schools, and two poor rural schools were selected for comparison. From each school, three categories of respondents were chosen: standard-six pupils, standard-six teachers, and the head teachers of the schools. Research instruments consisted of three questionnaires, one for each category of participant. Findings indicated that (1) children are more interrupted in their education in rural than in urban areas, and a significant difference in interruption rate in rural areas exists due to socioeconomic factors; (2) children's educational performances are affected either positively or negatively by home living conditions, teachers, and school administration, as well as by parental and student attitudes toward learning; (3) parents' ability to expend money on education is a sign of their economic status; (4) socioeconomic factors have a total influence on educational interruption and consequently affect the performance of the interrupted pupil; and (5) pupils' education could be interrupted by as many as nine separate factors. It was concluded that the socioeconomic background of an area and pupil will affect the performance of the child in the classroom and on national examinations. All three questionnaires are appended. (RH)

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JULIUS MACHARIA WAWERU:

SOCIAL-ECONOMIC BACKGROUND AS AN INFLUENCE FACTOR IN PUPILS' ACHIEVEMENT IN PRIMARY SCHOOLS IN EMBU DISTRICT, KENYA

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SOCIAL-ECONOMIC BACKGROUND AS AN INFLUENCE FACTOR IN PUPILS' ACHIEVEMENT IN PRIMARY SCHOOLS IN EMBU DISTRICT

BY

JULIUS MACHARIA WAWERU
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1982.

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J.M.W.

DEDICATION

To my children Macharia, Wambui and Wamuyu for neither allowing me a dull moment nor a moment for thought.

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CHAPTER ONE:

BACKGROUND TO THE STUDY:

INTRODUCTION:

High controversy exists among experts in scholastic achievements as to the factors that contribute either singly or jointly in determining students achievement. Notwithstanding this controversy it is fair to say that the learners motivation, socio-economic background, the instructional environment including infrastructure and instructional resources, the quality and motivation of teachers etc. are some of the factors that influence achievement of learners.

Most educational systems, particularly the Education systems in the developing world, give great emphasis on the development of the youth because of the importance that is attached to the youth as future experts, and manpower resource for economic growth. Consequently, educational plans and objectives are geared towards producing citizens that will not only be self-sufficient but will contribute intellectually and materially to the development of their immediate communities and nations as a whole.

It is because of the importance of training the yough that the Kenya Education Commission report of 1976 stated:

(1) Recommendation 96 "To make primary schools prepare boys and girls for agriculture, budgetting, family/welfare and community development."

(2) Recommendation 98 "To reduce the present trends of high primary school dropout rates in order to achieve and maintain universal primary education in all parts of the country."

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[1]Kenya Education Commission Report, 1976, Page 46-50

In keeping with this view the Kenya National Policy on Primary Education is outlined in the National Committee on Educational Objectives and Policies 1976. Some of the objectives and aims of Education as outlined in that report are:-

1. "Acquisition of relevant practical skills to facilitate direct employment or self-employment and employment in the urban and rural economy."

2. "Utilisation and exploitation of rural and natural environment to earn and improve their living."

3. "Production of self-reliant citizens who can create income earning opportunities in areas like agriculture, for example."

4. To promote National Unity and to remove social and regional inequalities."

In compliance with these stated objectives the development of Education through the Establishment of Educational institutions has been given great attention in Kenya. In this connection primary Education for instance has expanded very dramatically as clearly illustrated in the following table:

T A B L E I

EXPANSION OF PRIMARY EDUCATION IN KENYA

Y E A R	NO. OF PRIMARY SCHOOLS	PRIMARY ENROLMENT	NO. OF TEACHERS
1970	6123	1437589	41479

Y E A R	NO. OF PRIMARY SCOOLS	PRIMARY ENROLMENT	NO. OF TEACHERS
1971	6123	1525000	49400
1972	6657	167600	13500
1973	6932	1816000	56500
1974	8000	2734000	74200
1975	8240	2881000	86100
1976	8750	289500	
1977	8896	297500	
1978	9349	299500	97000
1979	9622	339800	
1980		3409000	102000
1981		3433000	104000

Source - (1) Unesco Statistical Yearbook 1980
(2) Waruihiu Report 1975
(3) Ministry of Education Annual Report 1980
(4) Development Plan 1979/83

Besides funds allocated for the establishment of new primary schools, large sums of money are invested in primary education for training teachers, paying salaries for educational personnel, providing the infrastructures of various schools, etc. To cope with the financial demand of Education the budget in Education in Kenya has grown from K£551,000 in 1978/79 to K£117,460,000 in 1981/82 representing a budgetary increase of K£22,909,000 in 2 years. These figures are contained in the Development Plan for the period 1979 to 1983.

If so much money is invested in Education, to the point where other competing aspects of national development are neglected then the outcomes, the outflows, and returns from education should justify such human, material, and financial investments.

Cost effectiveness from Educational investment is easily judged from the outflows of Education. Outflows involve the number of students being turned-out from the school systems, the examination results of graduating students and their emplcyability index. If the turnover from the schools cannot justify the expenditure then there is something seriously wrong with educational system.

There is increasing public outcry in Kenya that regional inequalities of educational opportunities exist and that educational standards vary from one region to another. In view of this, the National Committee on Educational Objectives and Policies appointed by the President and headed by Gachathi in 1975 recommended the need for regular review of regional imbalances in education, and find means and ways of reducing them.

This committee made the following recommendations:-

"Recommendation 81"
"To reduce regional inequalities of educational opportunities, raise indices of opportunities for disadvantaged areas."
"Make extensive use of radio, television and other forms of mass media to improve general education in rural areas".
"Redress imbalances to wealth and income-earning opportunities."

"Recommendation 83"
"To equalise as far as possible the index of opportunity for secondary education by increasing primary education in the less developed areas first, followed by secondary education opportunities in boarding schools."

"Recommendation 84 states"

"To continue to take into account the special needs of less developed regions of the country during selection procedures." The attached table II shows that there exist regional differences in standards of education in Kenya. The table shows Certificate of Primary Examination scores and positioning in the Republic for five years from 1976 to 1980 for some selected districts.

Source - "Ministry of Basic Education - Provincial Basic Education Office Eastern Province 1980"
Page 25-28

T A B L E T W O:

C P E MEAN STANDARD SCORES AND POSITIONING FOR THE REPUBLIC FROM 1976 TO 1980

	1976		1977		1978		1979		1980	
	MEAN	POSITION	MEAN	POSITION	MEAN	POSITION	MEAN	POSITION	MEAN	POSITION
Kisumu Minic.	182.87	1	191.90	1	199.13	1	204.44	1	197.85	1
Nakuru Minicip.	168.52	3	176.28	2	179.50	2	182.92	2	179.32	2
Nairobi	165.97	4	174.34	3	175.22	3	172.63	3	171.41	3
Nyeri	170.74	2	170.32	4	172.12	4	172.17	4	168.69	4
Siaya	162.34	8	164.60	5	164.41	5	164.55	5	161.58	4
Kirinyaga	158.11	12	159.09	12	159.21	10	161.43	6	160.07	8
Uasin Gishu	160.52	9	158.71	14	157.76	13	159.32	7	161.14	6
Murang'a	141.15	39	151.11	28	158.04	12	158.81	8	158.36	11
Laikipia	153.88	18	160.30	9	161.11	6	158.72	9	160.93	7
Tana River	142.84	36	152.03	25	156.09	19	158.24	10	154.57	16
Baringo	164.33	5	162.34	7	159.91	9	158.01	11	157.09	12

T A B L E T W O (Cont'd.....)

DISTRICTS	176 MEAN	POSITION	1977 MEAN	POSITION	1978 MEAN	POSITION	1979 MEAN	POSITION	1980 MEAN	POSITION
Garissa	150.58	26	153.31	22	153.12	23	157.40	23	159.16	9
Kisumu	163.69	6	159.69	10	160.24	8	160.24	13	154.85	15
Kericho	163.23	7	161.01	8	158.92	11	157.22	14	150.46	21
Marsabit	149.16	31	157.67	15	152.29	25	156.44	15	158.90	10
Taita Taveta	154.05	20	155.00	21	156.43	18	155.97	16	153.09	18
Kiambu	151.71	25	156.29	17	157.48	14	155.89	17	156.46	13
Nakuru District	155.22	17	159.65	11	156.88	16	154.81	18	154.88	14
Nyandarua	147.74	32	142.14	36	144.92	33	154.00	19	152.79	19
Samburu	156.08	15	163.79	6	156.00	20	153.28	20	154.30	17
West Pokot	158.45	11	155.07	20	156.57	17	152.41	21	147.64	27
Kilifi	152.32	22	153.05	24	153.04	24	152.41	22	149.46	24
Nandi	159.20	10	155.93	18	154.19	21	152.07	23	151.47	20

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DISTRICTS	1976 MEAN	1976 POSITION	1977 MEAN	1977 POSITION	1978 MEAN	1978 POSITION	1979 MEAN	1979 POSITION	1980 MEAN	1980 POSITION
Mombasa	143.34	35	151.38	27	149.16	29	150.47	24	148.84	26
Narok	152.88	21	157.95	26	149.99	28	149.92	25	146.15	29
Tans Nzoia	157.11	13	157.25	16	152.05	26	149.11	26	149.15	25
Embu	151.86	24	145.46	34	146.18	31	147.62	27	149.81	23
Keiyo Marakwet	154.15	19	158.94	13	153.78	22	147.62	28	149.99	22
Mandera	155.74	16	155.40	19	160.36	7	147.31	29	144.86	23
Kwale	150.66	27	146.27	31	147.13	30	146.87	30	146.03	31
Wajir	147.70	30	153.15	23	157.22	15	146.87	31	147.63	28
Isiolo	156.63	14	149.78	29	145.91	32	146.32	32	144.85	34
South Nyanza	151.87	23	146.12	31	142.65	36	144.93	33	143.21	25
Kakamega	137.88	41	139.17	39	142.08	37	143.47	34	146.09	30
Lamu	150.49	28	145.78	33	150.95	27	142.92	35	142.76	37

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DISTRICTS	1976 MEAN	1976 POSITION	1977 MEAN	1977 POSITION	1978 MEAN	1978 POSITION	1979 MEAN	1979 POSITION	1980 MEAN	1980 POSITION
Kajiado	144.42	33	142.85	35	142.48	38	142.83	36	142.92	36
Busia	143.93	34	142.13	37	139.52	39	141.60	37	145.73	32
Kitui	149.93	29	147.35	30	143.97	34	140.83	34	142.59	38
Machakos	139.54	40	138.10	41	137.16	40	138.37	39	142.19	39
Bungoma	141.63	38	134.07	42	131.79	42	137.77	40	133.35	12
Turkana	136.75	42	139.79	38	143.67	35	132.61	41	135.40	14
Meru	142.14	37	138.60	40	133.17	41	131.18	42	137.56	40
Gusii	132.69	43	130.72	43	128.62	43	129.78	43	132.85	43

Even a non professional studying these statistics is startled by the differences in performance level. There is consistently high performance by the schools in districts like Kisumu, Nakuru, Nairobi, Nyeri, Siaya, Baringo etc. These contrast sharply with the regularly low performance of Meru, Kisii, Turkan, Kakamega, Kwale, South Nyanza districts. etc. The regions that do consistently well are located in urban and centrally located areas where living standards are high and employment opportunities good. Low performance is associated with rural districts with their associated low level standards of living and low incomes per capita.

These differences in educational standards between regions have become a matter of great concern not only to the educational authorities but to the pupils' parents as well. Questions are being asked as to why this imbalanace between regions and particularly why such consistently low ouput from some regions exist. Is the poor performance to be attributed to the failin gs of the teaching staff? Does it stem from the lack of motivation and interest from pupils because they don't see an immediate impetus or urge to study since their colleagues who graduated earlier are unemployed and continue to roam the streets? Does the lack of interest and motivation among pupils stem from the hardships they go through during the period of their schooling as a result of their socio-economic background? Does lack of adequate educational facilities in these schools contribute to the poor performance? These and many other questions can be asked in a bid to find out why students perform poorly in public examinations and school internal promotion examinations. These are perplexing questions and constitute perplexing and disturbing issues concerning the suitability of our Education system. They are also worrying because of the problems they pose concerning the employability of Primary School leavers, particularly by those from low-income communities.

PURPOSE OF STUDY

Declining achievement of pupils in educational institutions in Kenya constitutes an increasingly worrying problem. Search for the cause of such declines has become the pre-occupation of the educational administrators, planners and the general public in Kenya.

It has also aroused the interest of parents and guardians particularly those in lower socio-economic levels for whom it is through hardwork and sacrifice that the financial and material support for their school-going children are provided. It is in an attempt to contribute to the search for causes to these problems and how they can be circumvented that this investigation was undertaken. Consequently the purpose of this study is to:-

1. Investigate the factors that contribute and continue to contribute to the low performance of pupils in Primary schools in Embu District.

2. Determine particularly the contribution of socio-economic factors in the poor performance of pupils in the rural environments in Embu District.

3. Find out whether there is any significance difference in achievements between pupils in primary schools in lower income background and those in upper socio-economic background in the region being studied.

4. Recommend some measures that should be taken so that the pupils achievements may be improved and the deteriorating trends reversed.

5. Determine the contribution of socio-economic factors to the dropout, repetition rates, etc.

SIGNIFICANCE OF THE STUDY

The main reason of this study is to investigate the effects of socio-economic factors to the pupils performance in classroom and C.P.E. (Certificate of Primary Education Examination).

The investigation is hoped to be significant in Education in the following ways. Through its findings and recommendations the study will:-

1. Provide guidelines in the selection of pupils to secondary schools and other institutions in order to give special considerations to pupils from the areas that are in lower economic settings.

2. Suggest to the government the need for financial assistance to the children from poor families.

3. Suggest to the government the need for more primary schools and secondary schools in order to bring educational facilities to the children.

4. Suggest to the Kenya Examination Council and Ministries of Education the importance of continous assessment in order to grade children who drop-out at various educational levels.

5. The study is hoped to give some guiding ideas on materials supply/distribution procedures and finance collections for building constructions.

6. The information contained in the research will be of great importance to any curriculum developer and implementer in Kenya.

DELIMINATION OF THE STUDY

1. No attempt was made to assess the contribution of staff instability on pupils achievement in performance levels.

2. Throughout the study, no attempt was made to discover the reasons why some teachers show favourable or unfavourable attitude towards some subjects.

3. The study was delimited to six primary schools in the 3 zones (two schools from each zone).

4. No attempt was made to go into details of actual performance of children in all subjects and all classes. Continous assessment of sample population of pupils was examined and compared closely. It was given high weighting.

LIMITATION OF THE STUDY

The study was focused on the analysis of the relationship between pupils' performance in class and C.P.E. and their socio-economic background in Embu District in the Eastern Province of the Republic of Kenya.

The language problem and many other factors that affect the classroom performance and in the examination were not studied. Some of them were, however, only referred to generally. The language problem was ignored completely. The total neglect of the language factor did not imply that the author was not concerned with the importance of language as a factor influencing pupils' performance.

Although the study was based on three distinct regions namely, upper, middle and lower rural zones of Embu, it concentrated on the six sample schools selected randomly from these three regions and the childrens' homebackground was investigated through these six schools in the regions.

The children's homebackground was based on their parents' and guardians occupations. Reference was made to other home facilities such as study room, lighting systems, etc and role of the child after the school. These are some of the components that will bring about a clear outlook of the socio-economic background of the child.

The sample schools may not have been the best representation of schools in Embu District and therefore the sample population may be biased.

LITERATURE REVIEW

Much of the available researches on the causes of repetition and premature school leaving in developing countries suffers from a poor conceptual framework. The dropout is often stereotyped as a low achiever usually below grade level of his age, is a member of a low income family in which the parents have low educational achievement and income and do not fully appreciate the value of good education.

Until 1945 the problem of social class in education was seen by social investigators and policy makers alike primarily as a "barrier to opportunity" (Olive Banks, Sociology of Education, 1976). There are, however, environmental factors of considerable importance which have been seen for many years as a serious handicap to good school progress among the children of low income families. One of these factors adversely affecting school performance of children is poverty. Poverty may be due to low wages, unemployment, large family or the loss of family breadwinner. There are many ways in which extreme poverty might be expected to exert an influence on school performance. Malnutrition and poor living conditions are bound to have an influence on the health of the child, and so directly or indirectly affect his ability to learn. Prenatal damage may occur in the child as a result of inadequate pre-natal care.

Limited incomes among lower class families have been found to restrict the provision of school books, building funds, and other necessary materials to ensure good performance and attendence at school, (Kinyanjui, 1979,). On the other hand lower class families have been found to have lower aspiration for their children than upper class families due to opportunity cost of the child according to (Michael Page Todaro in Economics for a Developing World (1977). Some of the studies have concluded that, the intellectual stimulation that reinforces the schooling experience is

less likely to be present in lower income families; and that socio-economic backgrounds contribute to repetition and dropout rates (Kinyanjui K: Education, Training and Employment of Secondary School leavers in Kenya 1977).

Rural studies in United States of America provided valuable insight that appeared to provide a most important factor governing the school attendance. McIntire in effects of Agricultural Employment upon school attendance (1918); and Folks (1920) reported a strong influence of seasonal farm demands on pupils' attendance.

In Kenya the roles of boys and girls before and after school during harvests do influence their attendance at schools. Over 80% of the people in Kenya live in the rural areas, and derive their income from farming. It has therefore, been observed that poor families who cannot afford to employ casual labourers during land preparation, ploughing and harvesting draw their children from school to work on the family farm or look after cattle (Raju B, Education in Kenya, Problems and Perspectives in Educational Planning and Administration; 1973)

Studies in Tanzania by Mbilunji and others on the school community and class (1974) found that regional and locational effects are less important than the set up of the child's family background, traditional social structure, and stratification among peasant and traders in rural areas.

Sharma and Sapra (1971) in their Indian study, found dropouts and non-dropouts to differ in their attendance rates. Pupils with less than 60% attendance rate were seen to be potential dropouts. Jamison and McNally (1975) found attendance to fluctuate with the farming calendaer in rural areas.

According to researches done (e.g. Dentler, 1965); the attributes that are considered as a disadvantage leading to dropout are only aspects of a general pattern of stratification but are circular statements of what is involved in school withdrawal. They pointed out that socio-economic disadvantage is the equivalent of an educational disadvantage which in turn is productive of poor school performance, repetition, disinterest and even withdrawal.

The concept of social class is useful because it refers to more than just the effect of parantal education, occupation, incomes or any of a number of correlated variables that are used to measure socio-economic status.

Kohu, Melum in his contribution on "Social class and Parental-child Relationship (Awnian Journal of Sociology, Vol.LXIII No.4, January 1963, pp 470-481) has pointed out that, "members of different social classes, by virtue of enjoying (or suffering) different conditions of life, come to see the world differently and to develop different conceptions of social reality, different aspirations, hopes, and fears, and different conceptions of the desirable".

The difination of social reality and its concomitant aspirations may be the root to explaining the barriers which operate to reduce eduational participation of children from lower class origins relative to those from higher ones. Levin, H.M.'s, "Equal Opportunity in Western Europe: A contradition Relation" prepared for the Annual Meetings of the American Political Science Association, Chicago, ILLINOIS, 4th September 1976 concluded that there are those barriers that are within the school structure. Levin pointed out that the external barriers may include family expectation, limited incomes. The lower class family may have lower expectations for its children with respect to Education. Similarly, lower incomes may restrict the provision of funds for tuition, books, uniforms and other charges for special courses or examinations.

The barrier within the school structure include the systematic difference in educational resources between school registering different students clientelles. For instance better teachers, better facilities and other educational facilities are available to children from higher social class origins compared to those of low class background.

Several studies on the causes of repetition and dropouts have been undertaken in developed countries (Beirn et al 1972; Miller, 1964); Their limited focus to these countries reduces their activity for purposes of educational planning in developing countries. For a poor country like Kenya where a large amount of its GNP is spent on Education, incidence of high repetition and dropout rates can be seen as a wastage of national resources. This is a major concern among academic and official circles and has been referred to once and again in many previous researches and official reports for example Raju, Education in Kenya (1973); Mutua, Development of Education in Kenya (1975).

In Kenya an investigation on the effects of the socio-economic determinants of repetition and early school withdrawal at the primary level and their implications for Educational Planning was conducted by John A. Nkinyangi (1977). His study revealed that the socio-economic background of a family influenced the rate of dropout and repetition throughout the education levels. He concluded that because of the interaction between school fees and school attendance on the one hand, and performance on the other, it may be that repeaters are more likely to be from families which cannot best provide the necessary tuition, additional books, private coaching and other necessary preparations to ensure selection to a secondary school.

SOCIAL STRATIFICATION

The relevance of using education, occupation, and incomes as measures of social stratification was pointed out by Prewitt (1972:91) who observed that schooling and stratification are everywhere associated". At independence in Kenya, as it was in most other African countries, it was the possession of the necessary educational credentials which tended exclusively to determine and justify selection to elitist positions. Along with the positions also came wealth, power, and prestige - the three basic dimensions of social stratififcation. Moreover, this inheritance has been seen to have self-perpetuating effects among the elites. Kenya has or is, rapidly turning into a class-society, which can be inferred from the trend of events.

Sandbrook R. (1975) in his book Proletarians and African Capitalism, the Kenya case 1960-1972", and another author's "Politics in Kenya; the Development of Peasant Society" have both paid special attention to the emerging social classes in Kenya. Their analysis shows five different social formations that are distinguished by their varying socio-economic means and living styles. These are:

1. A small national bourgeoisie, Sandbrook calls it the "Political class" made up of three frequently discordant groups: the politicians (MP, Cabinet Ministers, country and Municipal councillors), top civil servants and heads of parastatal organizations and top military and police officers.

2. An urban Industrial bourgeoisie and a small group of large scale capitalist farmers. These are no more than 15,000 among a population of about 16 million. This social class is still largely made up of Europeans. Asians and the emerging Progressive African farmers and businessmen who have benefitted from the government's credit and loans programmes (Leys, 1971; 311-312). Generally though, this whole group is largely dependent

on the political class" for its initial opportunity to start businesses, purchase land, and for extension services.

3. A petty buorgeosis - This is a much more diffuse and indigenous social formation numbering in the tens and thousand and includes Africans and Asians in trade, transport, construction of small scale manufacturing and house rental - (Leys 1972)

4. An embroynic proletariat consisting of urban workers and others engaged to work on large farms, as casual labour, or in self-employment. Only about 10 per cent of the work force are non-agriculture wage earners. Members of this sub-category are concentrated in Nairobi, Nakuru, Mombasa and Kisumu with more than one-half in the vicinity of Nairobi alone (Sandbrook page 12). Sandbrook argues that this social formation cannot be described as "proletarate" in the real marxian sense since it does not rely wholly on selling its labour power to maintain its livelihood. Many African workers still retain some rights to the land but according to Sandbrook urban workers are increasingly getting committed to long-term employment and to this extent they constitute an "embroynic proletariat."

5. A large category of peasants comprising of 80% of the population. The peasantry live on small plots of land, sometimes averaging no more than 2 acres. They rely on simple modes of production (i.e. family labour and simple technology) for their existence and to produce goods for the market as well.

Major differences in household incomes accross these social classes can be deduced from information contained in the table III below:-

T A B L E III

HOUSEHOLD INCOME DISTRIBUTION BY INCOME GROUP AND INCOME SIZE 1968 - 1970

E C O N O M I C G R O U P	ANNUAL INCOME IN KENYA £S	HOUSEHOLDS IN 1000s APPROX.
Owners of medium - sized to large scale non-agricultural enterprises in the formal sector of commerce, industry and services: big farmers, self-employed professionals, holders of high level jobs in formal sector	1,000	30
Intermediate- level employees in the formal sector, owners of medium-sized non-agricultural enterprises in the formal sector less prosperous big farmers	600-1,000	50
Semi-skilled employees in the formal sector, prosperous small-houlders, better-off owners of non-agricultural rural enterprises, small proportion of owners of enterprises in the formal sector	200-600	220
Unskilled employees and the formal non-agricultural sector, significant proportion of small-holders, most owners of non-agricultural rural enterprises	120-200	

ECONOMIC GROUP	ANNUAL INCOME IN KENYA £S	HOUSEHOLDS IN 1000S APPROX.
Employees informal sector of agriculture, a small proportion of unskilled employees in the formal sector, better off wage earners and self-employed persons in the formal urban sector, a small proportion of owners of non-agricultural rural enterprises	60-120	330
Workers employed on small holdings and in rural non-agricultural enterprises, a significant proportion of employed and self-employed persons in the informal urban sectors, sizeable number of small holders.	20-60	1,140
Smallholders, particularly in semi-arid and arid zones, unemployed and landless persons in both rural and urban areas.	20 and less	330

SOURCE: The ILO Report on Employment, income and Equality. A strategy for increasing productive employment in Kenya, Geneva: ILO 1973: 1974 Table 325.

In the preceeding section we have looked at the factors that can or do influence pupils performance in the classroom and consequently contribute to high dropout and repetition rates.

C H A P T E R T W O: DESIGN OF THE STUDY

TARGET POPULATION:

As already discussed in chapter I, the main rationale of this study was to investigate the influence of the socio-economic factor to pupils' performance both in classroom and in the Certificate of Primary Education Examination.

The region choosen for study was Embu District in Eastern Province. Six primary schools were selected in a such a way as the reflect a cross-section of the social stratification that has been discussed along the dimensions of economic and educational development. Although Embu District is not a very large district, it however consists of broad geographical differences whose climatic and topographical conditions influence the peoples' activities and consequently economic status of the people.

The selection of the six primary schools was based upon considerations of their accessibility and the socio-economic status of the people of the area. For the purpose of this study, the district was divided into three socio-economic zones.

Schools selected were those that have been entering candidates in the C.P.E. for the last five years. The purpose of this was to see the performance progress trend and the influence of the socio-economic status of people on the examination results. The table below shows the locality of schools selected and their placement in the socio-economic level of the District.

T A B L E IV

CLASSIFICATION OF SAMPLE SCHOOLS ACCORDING TO SOCIO-ECONOMIC LEVEL

SOCIAL-ECONOMIC LEVEL	NO. OF SCHOOLS	ZONES
A	1 and 2	UPPER RURAL ZONE
B	3 and 4	MIDDLE ZONE
C	5 and 6	LOWER RURAL ZONE

Schools 1 and 2 in socio-economic level A are in the Upper Rural zone of Embu District and can be referred to as "RICH RURAL SCHOOLS", Schools 3 and 4 in socio-economic level B are in Middle Zone and can be referred to as "URBAN SCHOOLS", While schools 5 and 6 in the socio-economic level C are located in Lower Rural zone and are classed in this study as "POOR RURAL SCHOOLS".

From each school, 3 categories of respondents namely standard six pupils, standard six teachers and the Head teachers were choosen. The table below shows the sample population.

T A B L E V

TOTAL SAMPLE POPULATION:

SOCIO-ECONOMIC LEVEL	SCHOOLS	NO. OF PUPILS	NO. OF TEACHERS	HEAD TEACHERS	TOTAL
A	1 2	14 15	3 3	1 1	18 19
B	3 4	10 15	3 2	1 1	14 18
C	5 6	15 15	4 3	1 1	20 19
TOTAL		84	18		108

T A B L E VI

SAMPLE PERCENTAGE OF TOTAL POPULATION:

POPULATION	TOTAL NUMBERS	SAMPLE POPULATION	%
PRIMARY SCHOOLS	187	6	3.2
PRIMARY PUPILS	78684	84	0.1
PRIMARY TEACHERS	2289	18	0.7
PRIMARY HEAD TEACHERS	197	6	3.2

No pretence was made at random sampling of the schools since this was beyond our scope in terms of time and funds, and since the importance of the study was to understand the factors influencing performance of pupils of different socio-economic background in schools located at different levels of economic and educational development. If enough funds and time were available, more schools and other regions could have been included in the survey.

Notwithstanding this limitation, it can be said that most rural schools in Kenya are near homogenous in the kind of clientelle they cater for and that any noticeable differences in school quality can be used to explain the educational process that pupils go through.

But to the extent that the six schools choosen represent the extremities in economic and educational development any findings from our study can be easily generalised to other regions and districts of Kenya at a similar stage in economic and educational development.

DATA COLLECTION INSTRUMENTS

The research instruments consisted of three questionnaires. The questionnaires were designed for standard six class pupils, class teachers and Headteachers in the sample schools.

These instruments were designed to test the following major areas that may lead to reveal the socio-economic status of an area, family and the effect of the socio-economic background of the pupil to his learning.

The Standard six pupils Questionnaire

The researcher was interested in finding out the:-

1. Age of the respondent, and age at which he entered school.
2. Educational interruptions that the respondent had had including those of his brothers and sisters, due to lack of school facilities and school fees.
3. Parents' source of income and their ability of educating their children.
4. The respondent' school attendance and repetition record.
5. Respondents Educational aspirations.
6. Home living conditions and facilities available.

The standard six teachers Questionnaire

The researcher was interested in finding out:-

1. Teachers opinion of the pupils home background and whether it had any influence in the pupils' learning.
2. Facilities in the schools.
3. Class attendance and repetition.
4. Certificate of Primary Education performance of the school and its relationship with the socio-economic level of the area.
5. The teachers' opinion on the parents involvement in their children's education.

The Headteachers Questionnaire

The researcher was interested in finding out:

1. State of staffing in the school in terms of numbers and quality.
2. Past records on Certificate of Primary Education Examination performance and the position of the school C.P.E. in the District.
3. The Headteachers' opinion on the influence of the area's socio-economic status on the pupils' learning.
4. Financing of school constructions and whether the role played by the parents did infact interfere with the childrens' learning.
5. Attendance rates in relation to peoples' activities and season.

All these research instruments are attached as appendices to this report.

In developing these test instruments, multiple choice questionnaire technique was adopted for the following reasons:

(a) Easier to compute, analyse and interprete.
(b) Allow a high degree of objectivity in expressing opinion despite some elements of subjectivity.
(c) Reduces any chances of distortion in giving the responses.

The instruments tested almost the same aspects. A number of items were similar and were expected to bring up certain trends and easier conclusions.
All the questionnaires tried to gather information regarding:

1. Parents economic status and source of income.
2. Living conditions and its influence to learning.
3. Interruptions in Education.
4. Education and Employment aspirations.

ADMINISTRATION:

The researcher adopted two systems in the administration of the test instruments.

(a) The teachers' and pupils' questionnaires were distributed to schools directly by the author.

The teachers were given time to answer them while the author supervised the pupils questionnaires. Great caution was exercised in interpreting the difficult items to the pupils who could not read well.

The pupils' and Teachers' questionnaires from each school were collected by the author on the same day.

(b) The headteachers' questionnaire was posted to the school one week earlier and an appointment sort to visit the school and administer the questionnaire as explained earlier in (a) above, and collect the headteachers' questionnaire. The District Basic Education Office was informed of such visits and the intentions.

Information regarding the past Certificate of Primary Education performance of the schools and the continous assessment of each respondent pupil were gathered from the headteachers' office with the help of either, the headteacher, deputy headteacher or the classmaster of the standard six class. The questionnaire responses returns were as tabulated in the table below:

T A B L E VII

QUESTIONNAIRE RESPONSES RETURNS

SAMPLE	NO. OF QUESTIONNAIRES DISTRIBUTED	RESPONSES RECEIVED	PERCENTAGE RETURNS
Headteachers	6	6	100
Teachers	18	18	100
Pupils	84	84	100
TOTAL	108	108	100

C H A P T E R III : ANALYSIS OF DATA COLLECTED

It was not intended to analyse the questionnnaire responses using a computer. Consequently, the questionnaire items were developed with this in mind.

All the questionnaires were therefore analysed manually, calculating percentages using a simple hand electronic calculator.

Due to shortage of time not all the items in each questionnaire were analysed. Most of the items were however related in that they were trying to investigate influence or effect of socio-economic status of people to their childrens' learning.

As much as possible, each area or zone was treated separately. The upper rural zone was regarded better in terms of socio-economic status of people than the lower rural zone, while the middle zone was regarded the best.

The raw data analysis focussed on the variations between the responses of all the items by the respondents from all the zones. These were later reduced to percentages and through comparisons certain trends emerged.

GENERAL INFORMATION

There are about 187 Primary Schools scattered throughout the District, 78.1% of these schools have been entering candidates for CPE Examination for the last five years. Eleven of the schools were opened this year (1982). 56.7% of the schools are scatteredly located in the lower part of the district where it is dry throughout the year.

This is a vast area of the district as compared to the upper zone. There are only four primary schools in the Municipality.

The total enrolment in all classes at the time of the research was 78684. 35.5% of them are enrolled in the 106 primary schools, (56.7%) in the drier area of the district. This means that, although the schools are many, they have a low enrolment. The rest 43.3% of the pupils are enrolled in the schools, in the municipality and upper part of the district.

The CPE performance has been improving in the last five years. There are 2289 teachers of whom 80.2% (835) are trained and 19.8% (454) are untrained.

Similarly, the pupil/teacher ratio is 34:1 as compared with the national target ratio of 40:1. With a large number of teachers being trained, the schools in the districts are well staffed.

According to the observation of the District Basic Education Officer, there is no significant relationship between the pupils performance in the CPE and the quality of buildings of schools.

There are eight Educational divisions headed by a Divisional Basic Education Officers who assist the District Basic Education Officer in ensuring smooth running of Education.

All supplies to schools are delivered to schools after presenting their requests. Problems that face this programme of supplying materials are lack of vehicles to deliver all supplies to all schools in time and some schools are very far away from the District Headquarters and roads, where they exist, are impasable or there are no roads.

Although no school fees are paid since 1974 for primary education, the dropout rates have not fully decreased. The District Basic Education Officer pointed out that the following are some of the possible reasons that cause a continous dropout.

1. Poor Socio-economic background such that the children lack essential facilities like school uniform, textbooks, pens, etc.
2. Disinterest in Education by parents and children such that parents assign their children duties to do rather than attending school.
3. Lack of money to pay for building constructions.

All schools in the district like any other schools in the republic start preparing pupils for CPE Examination quite early, in fact as early as standard five. So standard six class was ideal for this research.

Continous assessment of each pupil in the sample population was tabulated as shown later in this paper.

In order to have a good comparison of sample socio-economic level and their CPE Examination performance, the schools past records on CPE performance have been tabulated below in tables VIII and IX based on ten best and ten worst candidates in each school for the last five years.

A mean point mark is calculated in each year and a graph drawn as shown in the graphs VII and IX. The points for all the years in the sample schools from each zone has been worked out and shown to be:

T A B L E VIII

A TABLE SHOWING MEAN POINT MARK IN EACH SCHOOL PER YEAR

SAMPLE SCHOOL	1977	1978	1979	1980	1981
1	17	16	20	22	21
2	16	19	18	19	21
3	20	23	23	28	24
4	18	15	19	22	22
5	21	20	19	20	19
6	20	17	19	20	20

Combining the schools in each zone, the mean point mark was worked and shown to be as shown here below.

T A B L E IX

A TABLE SHOWING MEAN POINT MARK IN EACH ZONE PER YEAR

SOCIO-ECONOMIC LEVEL	1977	1978	1979	1980	1981
A 1 and 2	17	17	19	21	21
B 3 and 4	19	19	21	25	23
C 5 and 6	21	19	19	20	20

From the table, it is clear that the schools in middle zone have been performing better in the CPE for the last five years. There was a greater improvement in the performance in school No.3. The trend is that all schools seem to be improving in the CPE Examination and that there is a slight difference in the performance between the schools in the upper and those in the lower zone. Those in upper rural zone have better results than those in lower.

Pupils' continous assessment since the time they were in standard one was graphed and compared. Only 4 pupils' records of marks from each school were graphed. These were picked out randomnly. The relationship between their schools locality and their performance were compared. This revealed that:

(a) Schools in the same zone had a similar performance pattern.

(b) Children in schools 3 and 4 in 1978 i.e. when they were in standard 3 had attained very high marks but this trend changed in 1979. But in 1980 to 1981, the performance trend was upward.

This upward trend in performance was revealed in the schools 1 and 2 located in the upper rural zone. Children in schools 5 and 6 had lower performance. In 1980 to 1981, the trend was moving downward showing poor scores and consequently poor performance.

The headteachers and standard six teachers gave their personal opinion on the socio-economic status of the area and people but since these teachers are resident and members of the same community, their suggestions and opinions were given a high consideration and rating. Most of the responses to the questionnaires had indicated that most of them have served in these schools in periods ranging from 1 to 12 years.

From the headteachers questionnaire, the responses that were closely looked into were those in items 12-17, 19-36.

In standard six teachers questionnaires, the items that were closely looked into were items 12-36, while in pupils questionnaires, only very relevant items were thoroughly analysed.

All these items tried to give information regarding:-

(a) Parents economic status and source of income.
(b) Living conditions and its influence to learning.
(c) Interruption in Education e.g. repetition, absenteeism, suspension etc.
(d) Educational aspirations.

Information regarding:-

Parents source of income, their economic status and its influence to the learning of their children was contained in items 24 and 26 of the teachers questionnaire, 15, 19, 20, 23, 26, 28-31 and 33-35 of the headteachers questionnaire and items 12-13, 15, 17-20 of the pupils questionnaires respectively.

ANALYSIS OF RESPONSES

Through frequency counts, 67.9% of all the respondents from the three zones to the pupils questionnaire about their parents occupation indicated that their parents are farmers, 24% indicated that their parents are employed in offices, 6% indicated that their parents are shopkeepers and 2.1% indicated that their parents are labourers.

This question only required the respondents to indicate the major occupation of their parents. In many cases, there were parents who are farmers as well as shopkeepers, or employed in offices, or one of the parents is employed and the other one is a farmer. In view of this, the question was

followed by interview to investigate more about the source of income of the parents and what work they are engaged in.

Based on the interview 43% of the pupils said that their parents are farmers only, 10% said that their parents are farmers and at the same time employed in offices (Government or private offices), 20% said that their parents are farmers and self-employed as shopkeepers, artisians etc, 15% indicated that their parents are employed in Government and private firms only while 7% indicated that their parents are labourers in peoples and government firms.

Most respondents also expressed the view that they only rely on meagre wages of the fathers and from their earning from working in peoples farms during the cultivation, planting and harvesting times of the year.

But when the responses to this question are classed according to the socio-economic zone of the respondents, the following was the situation:-

Upper rural zone - 86.2% respondents indicated that their parents are farmers. On further interview, 88% of these respondents indicated that their parents are farmers only, 5% indicated that their parents are farmers as well as employees in government departments as teachers, drivers etc., 1% indicated that their parents are farmers as well as either shopkeepers or labourers in peoples farms, while 3% indicated that their parents are both farmers and self-employed as artisians, matatu businessmen etc.

But in the middle zone, which is more urban than the other two, 60% of the respondents indicated that their parents are employed in government and private offices. 20% indicated that their parents are farmers.

In the lower zone, 93.3% of the respondents indicated that their parents are farmers only, while 6.7% of the

respondents indicated that their parents are employed in offices, and others employed as labourers in peoples farms.

Thus when these responses are compared, the fact emerging is that, over 86% of the parents of the respondents in both lower and upper rural zones are engaged in farming and farming related activities. Their farms are small and are therefore small scale farmers and have low income returns.

Responses to pupils questionnaire item 17 on the type of cash crops grown on parents farms. When the responses were computed, it was seen that, 29.8% of all respondents from the 3 zones indicated that their parents are coffee farmers, 7.1% are tea farmers. 13% are cotton farmers while 50.1% indicated that their parents have no cash crops.

But when the responses were computed according to zones, pupils from the upper rural zone, indicated that 82.3% of their parents have coffee as major cash crop; 17.2% have tea as major cash crop while some of the parents have both crops. The researcher was only interested in the major cash crop that earns the parents more money per season.

In the middle zone, the respondents indicated as follows:
4% of their parents have coffee as cash crops and
4% have tea as the major cash crop
92% indicated have neither coffee, tea nor cotton as cash crops.

Lower rural zone respondents said that 36.7% of their parents have cotton and 63.3% have no cash crops. Apart from the cash crops, the farmers do plant subsistence crops that they sell in the local markets and keep domestic animals whose by products are sold. All these items do increase the peoples income.

There were three items that sought information on whether apart from cash crops, parents derived income from subsistence crops and livestock. To these questions, the responses of the pupils from the upper rural zone showed that 82% of the parents grow and derive funds from bananas, maize and beans, while the parents of the 10% respondents grow these crops but for domestic consumption only.

In middle urban zone, only 32% of the parents grow maize, beans and bananas, while 14% grow only maize and beans. But 54% of the lower zone grow none of these crops. Although 53% of the lower zone grow maize, and beans, they are only for home consumption, although small quantities of sorghum are grown for sale.

On the analysis of the responses about whether parents keep livestock and whether incomes are derived from them, 70% of the respondents of the upper rural zone indicated that they keep dairy cattle but only 60% of them sell their products, 10% keep a few goats that are rarely sold while 20% keep a few chickens not necessarily for sale.

In middle zone, 14% of the respondents indicated that they keep dairy cattle but only 8% of them indicated that their parents sell milk. In the lower rural zone, 80% of the respondents indicated that their parents keep beef cattle and goats that are sold in the local markets, 10% indicated that their parents keep poultry for domestic use while 10% do not keep any of the domestic animals.

Although the size of the farms was not known and the number of the livestock was not indicated one can infer that the monetary returns from these activities is small and cannot be permanently relied upon. It is however, clear that most of the people in the upper and lower rural zones do rely partly on the sale of their farm produce and livestock.

Teachers Questionnaire Responses:-

Item 24 investigated the opinion of each of the sample teachers about the socio-economic and monetary status of the people in the area he works. Most of the teachers who answered the questionnaire are members of the community of where they work. One hundred percent of the respondents of this question from the upper rural zone rated most people within this zone as average in terms of socio-economic and monetary level, where average means living comfortably with enough food, luxury goods and services.

In the middle zone, 40% of the respondents indicated that the people are rich while 60% of them are average. On the other hand, 28.6% of the respondents indicated that the people are average while 71.4% are poor.

Further investigation on this was based on the ability of the parents to buy school uniforms and other school requirements for their children. An analysis of items 25 and 26 sought information on the approximate number of children in each class who have uniforms and the possible reasons that might have been responsible for lack of uniforms by some children in the classes. In this connection, 50% of the responding teachers from the upper rural zone showed that about 1/4 of the pupils in their classes had no proper school uniform, 33% indicated that all children have uniform while the rest i.e. 17% indicated that ½ had no proper school uniforms.

The responsible reasons for the lack of uniform gathered from item 26 of the questionnaire, an analysis of which showed that 17% of the pupils come from very poor families that cannot afford proper uniforms. Another 50% respondents indicated that some children have no parents and their guardians are poor while 33% of the respondents indicated that parents can afford but they do not care about what their children wear in school.

In middle zone, on the other hand, 100% of the respondents indicated that lack of school uniform is not a problem in their classroom.

In the lower rural zone, 100% of the respondents indicated that 1/4 of their pupils lack school uniforms. As for the various reasons for lack of uniforms, 57% of the responding teachers indicated that pupils come from very poor families and cannot afford to buy school uniform. 43% indicated that parents can afford but they do not care what their children wear in school.

It seems clear from these responses that apart from the parents and guardians in the middle zone, who have assumed public service jobs those in the other zones do not have regular incomes and as such are not able to meet all needs.

Item 33 in the pupils questionnaire investigated whether there are some pupils who go without lunch while item 27 in the Teachers questionnaire tried to find out whether the teachers do have in their class pupils who come to school hungry after lunch.

The responses to these items showed that in the upper rural zone, 20.7% of the pupils indicated that they sometimes go without lunch, 24% from the middle zone indicated the same while 56% from the lower rural indicated the same.

Similarly, teachers responding to a similar question in the teachers questionnaire showed that 33% from the upper rural zone, 20% from the middle zone indicated that they had noticed, children coming to school being hungry after lunch. It is known that when children in school are hungry, their concentration ability is lower and this may account for poor classroom performance.

In the headteachers questionnaire, responses to item 20 that investigated whether there were children who come from very poor families all the respondents from the three zones indicated that, they had such children who come from very poor families.

Responses to question 23, that looked for information regarding socio-economic set up of the area as compared to other parts of the district, all the respondents from the upper and middle zones rated the areas as average and composed of people, some of whom are rich and others poor. While 50% from the lower rural zone indicated that the area is very poor and is composed of people of low economic set up.

LIVING CONDITIONS OF THE PUPILS AND ITS EFFECTS ON THE PUPILS' LEARNING

This was an issue the researcher thought was worth close study as far as the social-economic factors were concerned. The type of residence, essential facilities available such as water, lighting systems, space, cleanliness and duties the child is assigned by parents are some of the factors that may contribute to the living conditions.

This issue was closely investigated from the pupils, but general opinions were sought from the teachers as well. Another important factor the researcher considered is the distance the child walks to school.

In the pupils questionnaire, there were items covering such issues as distance pupils travel to school, the type of residential areas in which they live, type of breakfast they have, how they travel to school, facilities for learning at home, the duties they perform at home,available time for studies at home etc.

The teachers questionnaire also contained items covering

these aspects. Responses to item 10 in the pupils' questionnaire that sought information regarding the residential place of each respondent were as follows:

From the upper rural zone, 4% indicated that they live in villages, 41% live in farms, while 10% indicated that they live in shopping centres.

Responding to items 15, that investigated the distances the children walk to school from their homes 41% from the upper rural zone indicated that they live more than 3Km away from the school while 10% live less than one kilometre away from school.

In the middle zone, responses to items 10 and 15, 79% indicated that they live in Towns 3% live in villages, 8% live in the farm and 9% in villages, while responding to item 15, 8% indicated that they live less than 2Km away from the school, 8% live within more than 3Km away from the school, 8% live within more than 3Km while 12% live between 2 and 3Kms away from the school.

Responding to the same items as mentioned above, the 50% of the respondents in the lower zone, indicated that they live in villages, 50% in farms, while responding to item 15, 63.3% indicated that they live more than 3Kms away from the school, 20% live between 2 and 3Kms while 16.7% live within less than 2Kms away from school.

From the data analysed above, it is clear that a large number of respondents from the lower rural zone travel more than 3Kms to school with very few (8%) in the middle zone and 50% in the upper rural zone travelling the same distance of more than 3Kms. This implies that, the children are likely to get to school late, tired and this may cause disinterest in learning and bring about dropout particularly during the rainy season.

The villages referred to here are the old concentration villages, where people live in small plots and may operate from here to their farms or live here if they do not have any other pieces of land.

There are such villages in upper rural and lower rural zone, more are found in the towns. Responding to the item that looked into how the children come to school only 7.2% indicated that they are driven from the middle zone (urban).

Responding to the items that investigated the residential types and facilities at home for study, 34.5% from the upper rural indicated that they live in timber houses roofed with corrugated iron sheets, supplied with water and electricity and have separate bedrooms, 3.4% indicated that they live in houses built with stones supplied with water, electricity and seperate bedrooms, kitchen and living rooms, while 62.1% live in mud houses either with water near or far away.

From the middle zone, 48% indicated that they live in stone buildings that were supplied with water, electricity and have seperate bedrooms, kitchen and living rooms, 12% indicated that they live in stone buildings with one room only, while 28% indicated that they live in timber houses roofed with corrugated iron sheets, with water near.

In the lower rural zone, 93.3% indicated that they live in mud houses either roofed with grass or iron sheets with no water near, while 6.7% indicated that they live in stone buildings that have no water or electricity.

Information regarding facilities at home for study, e.g. study room or space, lighting systems, 40% of the respondents from the middle indicated that they have a space or room set aside for study while none indicated the same from either upper rural or lower zones.

Information about lighting systems was that, 96% from the upper rural, use kerosine lamps while 4% use ordinary fire. From the middle zone, 60% of the respondents indicated that they use electricity and 40% use ordinary lamps, as compared to lower rural zone where 70% indicated that they use kerosine lamps and 30% use ordinary fire as a source of light for reading.

The teachers in their instruments had indicated that they give homework to their pupils in the class and expected children to do the homework before the following days' lessons. 50% of the respondents from the upper rural zone indicated that children did not finish their work in time for the following days' lesson.

Investigating the problems that may be cause for the delay in finishing the homework, the respondents from the upper rural zone indicated that lack of study room, time, proper lighting systems and motivation were rated as the major problems.

From the middle zone, 80% of the respondents indicate that pupils finish their homework in time before the next days' lesson while 20% indicated that pupils do not finish their homework before the next days' lesson. All the respondents indicated the following factors as major problems that cause the delay in the finishing of homework by pupils:-

1. More work given by the parents.
2. Lack of motivation by the pupils.
3. More work given by other teachers.

From the lower rural zone, 100% of the respondents indicated that children do not finish their work in time before the next days' lessons, and they indicated the following factors as the problems that may be the cause for the delay in the homework performance:

1. Lack of room or space to do homework at home.
2. Lack of motivation
3. Work given by parents
4. Poor lighting system.

From the data analysed above, it seems that pupils in the middle zone live in good living conditions with good houses supplied with adequate facilities that they can use in their studies, and that they are able to perform their reading and homework as expected of them by their teachers. While those in upper and lower rural zones do live poorly and have inadequate reading facilities and as such their homework performance is poorly done. In these two areas, many pupils indicated that they use kerosine lamps in their homes studies as the source of light and 30% of those in lower rural zone indicated that they use ordinary fire as a source of light for reading. This shows that the children may lose interest in learning, may destroy their eye sight, and consequently perform poorly in schools.

A constant use of ordinary fire shows that such families are unable to meet the costs of kerosine and kerosine lamps, this in itself may reflect some degree of povery or lack of the need for such facilities in doing private study by their children.

Following this argument, there are more poor families in the lower rural zone than those in upper rural zone and middle zone. Consequently, there are such poor families in the upper rural zones, and that their number may be larger than those in the middle zone.

The two issues discussed already namely "Parents Economic Status and their source of income," and pupils' living conditions and its influence to learning tried to give an overview of socio-economic status of the pupils' families.

The ability to pay school fees, buy school equipments required by each pupil is a sign of wealth of such parents The willingness to support the children in their learning is a sign to indicate parents attitudes towards learning. There are however, some cases of rich parents who do not like to support their childrens' education either morally or financially.

Relating classroom performance to the economic status of the parent the researcher decided to investigate further from the teachers, opinion. Related to this i.e. the effects of families economic status to their children learning performance in school, items 28 to 34 in the teachers questionnaire were responded as follows: 61% from all zones indicated that those children who come to school hungry are likely to be the same who lack school uniform.

Responses trend per zone was 75% from the upper zone; 40% from the middle zone and 71% from the lower rural zone indicated that those children who come to school hungry are the same who lack school uniform.

Information regarding the relationship between the pupils family background and type of performance, 88.8% of all the respondents indicated that there was a close relationship between his performance and his family background. On similar responses, 75% from the upper rural zone, 100% from the middle zone and 71% from the lower rural zone together indicated that there was a close relationship between family background and the pupils' performance.

Differences in the responses percentages between the middle zone and the other two zones was very significant. This was probably because in the middle zone, there are many more children from well to do homes, than the other zones, presence of children from poor families in the schools in the middle zone would be more clearly felt and the difference seen better than in the upper and lower where children come from families, whose economic and monetary status are more less similar.

The researcher included in the teachers questionnaire items that investigate the opinion of the teacher on the importance of private study and couching and whether these facilities had some part to play in the pupils' performance in examination.

Responding to item 30 all respondents agreed with the researcher that extra couching and private study after school times contributed to the pupils performance in the examination. Responding to another item related to this, 89% respondents from the three zones indicated that the children who perform well or better in the classes have facilities and time at their homes to do their studies and homework properly and that those who perform poorly lack those facilities and time, 11% however, refuted the researchers' suggestion and indicated that one does not need such facilities to perform well in the examination. What one needs is good memory, devoted teachers and be motivated to learn.

It is true that children whose parents can afford time to couch (or provide a couch) or provide condusive reading facilities can be regarded as above average in terms of economic and monetary terms. Responding to an item that suggested that children from rich families will perform better than those from poor families 62% from all the zones agreed with the researcher, but the rest 38% disagreed.

From each zone, 17% from upper rural, 40% from middle and 58% from lower disagreed with that suggestion, and indicated that some children from very poor families will perform well in the certificate of Primary Education than their counterparts who are from very rich families, while 83% from upper rural, 60% from middle and 42% from lower rural zone agreed with the researchers' suggestion.

Information regarding education interruption of the target population sample and their relatives was investigated from the pupils questionnaire but further confirmation was sought from the teachers and headteachers.

Education interruption can be brought about by any one of the following:-

1. discontinued because of lack of school fees, building funds, uniforms, etc.

2. discontinued because of being absent from school many times or coming to school late due to the work assigned by their parents or other reasons.

3. discontinued from school because of being unable to learn etc.

The issues that the researcher looked into are those that might have been caused by the family background e.g. being absent because of lack of school funds, fees, textbooks, stationery etc. or being late in school because of work given by parents or lack of food or sometimes abandoning the class work to work in peoples farms for money during cultivation, planting and harvesting seasons.

A number of items were set to investigate specific issues that do cause education interruption. Items 6 and 7 in the pupils' questionnaire sought the information regarding, the interruption of the respondents relatives in their education that might have been brought up by lack of fees, or other school requirements.

Responding to these items respectively, 23% of all respondents in the three zones indicated that their brothers, sisters or both are interrupted in thier education by being sent home because of lack of school requirements and fees, and 19% of all respondents from the three zones indicated that their brothers, sisters or both failed to continue with further studies in Education even after passing very well and admitted in good secondary schools because of lack of school fees.

Responses from each were 17% from upper rural, 17% from middle and 33% from lower rural had their brothers and sisters or both sent home from school because of of lack of school uniform. While responding to item 7, 13.3% from upper zone, 20.8% from middle zone and 23.3% from lower rural indicated that their sister, brothers or both failed to continue with education even after passing very well and admitted in secondary school.

From these data, it seems that more respondents from the lower rural zone had their relatives interrupted in Education than those in upper and middle zones.

Repetition, suspension and coming to school late are other ways by which a child's education is interrupted. Item 9 in the pupils' questionnaire investigated whether the respondents had repeated any class. Responding to this item 86.2% respondents from the upper zone, 48% and 76% from the middle and lower zones respectively had repeated at least one class.

From all zones, 71% of all respondents had repeated at least one class. Other suspensions could be as a result of lack of uniform, building funds etc. The researcher included item 28 in the pupils questionnaire that investigated this type of suspension. The responses to these questions showed that 58.6% were suspended from the upper rural zone, 32% from middle while 60% were suspended from the lower zone.

There were cases of children taking more than a year before coming back to school. Information regarding how long each child stayed at home after suspension showed that 20% from upper rural, 25% from middle zone and 23% from the lower zone stayed away from school for a period of between one day to one week, 17% from upper rural zone 75% from middle and 17% from the lower rural zone stayed away from school for a period of between one week to four weeks, while 14 % from upper zone, 13% from lower zone and none from middle stayed away from school for a period of between four weeks and one term. The remaining percentages from upper and lower zones indicated that they stayed away from school for a period of over one term.

There was a significant difference between the percentages of the respondents who were suspended from school and stayed away for more than a month. None of the suspended pupils in the middle zone stayed away from school for over one month while 63% from upper rural and 60% from lower rural indicated having stayed away from school for over a month.

The possible reason for this difference between the middle and upper and lower zones, could be associated with the source of income of the pupils' parents. Most of the childrens' parents from the middle zone are government employees, or self-employed as shopkeepers while those in upper and lower rural zones are mainly small scale farmers and rely mainly on meagre sales of their farm produce and wages as a result of casual work in peoples farms.

It is easier for government officers and those who earn their income from sales in shops to accumulate their earnings by the end of the month in order to meet their childrens' requirements, while it may be difficult to accumulate the money from the meagre sales of the farm produce to be enough to meet the demands of children after they are suspended.

There was, however, a significant difference between the educational interruption of the respondents as compared to their relatives as explained earlier. On the average, 21% of all the respondents had indicated that their relations were either suspended from school because of lack of school fess, uniform etc. or failed to continue with further education even after passing very well and admitted to a good secondary school because of lack of school fees and other requirements, while 71% of all the respondents indicated that they had interruption in their education by repeating at least one class. The possible reason to these differences could be one of the following:-

1. Parents see the elder sons and daughters as a possible source of income after they complete their primary education. For this reason, they would support fully the completion of education by such children so that in return after employment would help their parents to educate the others.

2. Children who are young and in lower classes have more time ahead of them, so repeating would give way to other children who are in upper classes to finish.

3. Parents attitudes towards education when a child is suspended, some parents will immediately assign the child some work e.g. caring for young ones, looking after cattle and taking part in harvesting. So the parents will take the suspension to their advantage and forget about the child's education.

Entry age of some children may influence repetition. Children who enter school at a very early or late age, may take time to develop interest in education and as such reduce their learning performances. As a consequence they would repeat several classes or may discontinue.

Information regarding school attendance was sought from the headteachers in item 25 in the headteachers questionnaire which tried to find out what times of the year the schools have the lowest attendance. Responding to this item, all respondents indicated that during the harvest, cultivation and planting times, the school attendance rates go down.

On what part the socio-economic background of the pupils influence the attendance, all the respondents to the headteachers questionnaire item 25 indicated that the socio-economic set up of the child does influence the attendance and dropout rates.

Coming to school late either in the morning or afternoon was indicated to be common in the 3 zones. 83% of the respondents to item 28 of the headteachers instrument agreed with the researchers that lateness is a common problem in many schools.

Most of the teachers pointed out that the fluctuation in number of pupils in standard 6 is due to transfer to and from other schools. Parents transfer their children very often and usually such transfers are influenced by the standard in performance of that school in the final examination as compared to others.

There is a flow of children from poor schools to good schools where the standard in performance of CPE is known to be good and where a child stands better chances to pass well and be admitted to a good government secondary school. Responses to item 12 in teachers questionnaire was that 50% of the respondents in upper rural zone indicated that the number in their classrooms was greater than the number in the same class last year due to repetition of pupils who were in standard six last year and those transferred from other schools, 50% indicated that the number was smaller than the number in the same class the previous year- (1981) because of repetition of pupils in standard 5. From the middle zone 100% respondents indicated that the number was greater than the number of pupils in the same class the previous year (1981) because of transfer from other schools, and repetition of pupils from standard 6 of 1981.

Responses to question 12 by lower rural zone, 50% indicated that the number of pupils in their class was smaller than the number of the same pupils in the same class the previous year 1981 because of transfers to other schools, and discontinued because of lack of school uniforms and required materials. 50% indicated that the number of the pupils in their class was smaller than the number of the same pupils in the same class last year because they discontinued due to sickness and lack of school uniform and to transfers to other schools.

This shows that all respondents to question 12 in lower rural zone indicated that there was a lower number of pupils in standard 4 than it was in standard 5 last year.

Many children transfer from schools in the lower rural zone to other schools. Schools in the urban zone are increased in number every year due to the transfer of children from other schools and the children of incoming workers in the towns.

Regarding socio-economic background of the child and the dropout and discontinuation of Education, the researcher revealed that the rate of repetition in the lower rural schools is lower than in the school that are in urban and upper rural zones. Some of the possible reasons that can be associated with this are:

(i) Parents will not wish to spend more money on the same child for another year in the same class.

(ii) Allowing repetition of one child would mean delaying that child in one class where he would be met by the next child.

(iii) The wish of parents is for the child to finish the school.

Item 29 in the teachers questionnaire tried to investigate the reasons that lead to late coming to school. Responding to this item, 100% from the upper rural zone indicated that some parents do not prepare food or have no food ready for the children during lunch and they have to make long distances from their homes to school, 100% from the middle indicated that some children come to school late in the morning because they have to walk long distances, while all those from the lower zone indicated that coming to school late may be as a result of parents assigning duties that may bring delay in the school attendance. These problems do in fact increase chances of a child coming to school late. On information regarding the educational and employment aspirations, the researcher found it necessary to include items in the pupils questionnaire. The choices

the pupils make are usually influenced by their environment i.e. community.

The choices of school or type of employment is partly influenced by the parents, teachers and friends. A CEP candidate is expected to make a choice of secondary schools that he would prefer to join after obtaining the entry requirements. Such a child will choose certain schools following what he has heard about them. In most cases the students from such schools do influence the candidates in their home area.

Where such students do not exist and where parents are not aware of such a good schools, children rely on teachers' advice of they make their own choice at random.

Choosing a career is another tricky business. An enlightened family will help their children to make a good choice of career where schools do not have career master and parents are not aware of the jobs available in the market, such children generally end up making wrong choices.

Responding to item 49 in pupils questionnaire, that tried to find out what schools the pupils would like to join for further studies, 80% of all respondents from the three zones indicated that they would like to join Technical schools, while 5% indicated that they would like to join Harambee secondary schools.

Responses from each zone showed that 83% from upper rural indicated that they would like to join Government schools, 17% Technical Schools, 100% from middle zone preferred Government schools while 60% from lower also indicated they would like to go to Government schools, 30% indicated would like to join Technical schools and 10% Harambee schools.

And responding to item 50, that tried to find out the kind of profession the pupils would prefer to go into 30% from all zones indicated they would like to become Doctors, 60% teachers, 5% Drivers, 3% Mechanics and 2% Carpenters.

Responses from each zone indicated that 62% from the upper rural zone would like to become Doctors, 18% teachers, 8% Drivers and 12% Carpenters.

From the middle zone, 70% indicated would like to become Doctors, 20% Teachers and 10% Mechanics.

And from the lower zone, 4%0% indicated they would like to become Doctors, 50% Teachers and 10% Drivers.

The analysis of the responses was quite interesting and revealing resulting in the Summary, conclusions and recommendations discussed in Chapter Four.

CHAPTER IV

SUMMARY AND CONCLUSIONS

In Kenya the greatest expansion in enrollment has occured at the primary school level since it is the base of the educational pyramid and the level of schooling accessible to members of lower socio-economic status. In the region under study the enrolment was observed to have grown tremendously since Independence. It is the same educational level that has the highest number of dropouts, transfers of children from one school to another. Such dropouts do experience the problem of employment. Majority of the young people now in the towns, villages and working in farms are the dropouts from the primary education level. So while the popular demand for education has risen, there is a new creation of new set of formidable problems, i.e. rising unit costs, and unemployment of those who have been in school. It has become difficult and sometimes impossible for educational systems to maintain high levels of quality and efficiency. Facilities like classrooms, equipment and teaching materials have not kept pace with the expanding number of pupils. The parents have been given the burden of providing classroom, buying the pupils' necessary stationery and other equipment.

This being the case, the areas that are of lower socio-economic status will have poor classrooms, inadequate facilities. Such situations definitely contribute to poor performance in the examinations whereas the areas of upper socio-economic status will have adequate facilities, good classrooms and will tend to have better examination performances. High dropout rates, repetitions, discontinuation, suspension etc. are some of the educational interruptions that are characteristic to children who come from poor or unprevileged families.

In the research, it was found that educational interruptions were more common with lower rural zone than in both upper rural and middle (urban) zones. Children who are constantly interrupted in their education do perform poorly or may end up without receiving any lasting benefit from education.

The magnitude of educational wastages as typified by high repeaters and dropout rates is a common problem in primary schools. The researcher was able to see this as a major problem in all the sample schools. The repetition and the other form of educational interruptions could be a demonstration of socio-economic disparity. Looking at the repetition it was clear that some children in all schools do repeat in one or more classes, and others dropout at early or late stage of primary education level, but the rate at which some of the children are sent away from school and the length of time they indicated they took to report back in school did suggest that such delays are influenced by the socio-economic status of the childrens' family, parental attitudes towards their childrens' education, and the values the children lay on the Education. The value of education has however, been challenged by the presence of a high number of educated unemployed. So to some pupils and parents, education does no longer provide a base for upward mobility.

From the research instruments it became clear that the people in the upper rural have more sources of income than those in the lower rural zone although both of them rely on small scale farming. More cash crops and better dairy cattle do form a source of income in the upper rural zone. This in itself shows that there is a huge disparity in regional development incomes among members of the different social classes and allocation of resources between regions and schools serving pupils of different social clienteles. The cost of education is particularly high at all levels including the primary school in relation to the ability of most families to pay for it.

One of the reasons that the researcher found, that brings about repetition and discontinuation from schooling is the difficulty in finding money to pay for the education of sons and daughters. Although primary school fees are not paid, still the parents cannot afford for building constructions and uniform for his pupils.

The element of repetition may not be adequate relationship to socio-economic family background because an able parent will initiate the repetition of his child in some specific classes due to such reasons as (i) the child to acquire more knowledge to enable him to obtain better grades at the end of that educational level in order to meet the basic requirements to be elligible for a good government secondary school (ii) sickness and other related problems (iii) to get to a certain age.

In secondary schools however, the repetition, suspension and dropout rates could be attributed to the students' family background because of the interraction of the school fees, uniform and othe required facilities. Following this argument it is true to associate more educational interruptions to families which cannot be able to provide such facilities, that may be the cause for the interruptions. For this reason the indication by the respondent pupils that their brothers, sisters or both were interrupted in their education either by being sent away from school, or discontinued because of lack of school fees and uniform was a fair suggestion to show the monetary and ability status of such parents. It was clear that more parents from the lower rural zone belonged to this category of lower socio-economic status and poor monetary status. The research indicated that 33% of the respondents from lower zone came from poor families while only 17% from both upper and middle zones indicated that they came from such poor families. It is from the same lower rural zone that a high percentage number of respondents indicated that they came to school hungry and walk long distances to school (more than 3 kilometres). The length

of time taken before a child reports back to school after being sent away or suspended because of lack of fees, school funds etc. could be determined by any or all the following factors:- (1) Parental ability to meet the childrens' demands immediately they are suspended. This was clearly shown by the fact that only a few or none stayed over one month in the middle zone whereas quite a number of respondents in the lower zone and a few in the upper rural zone stayed over one term before going back to school

(2) the parents attitude towards their childrens' education. Some parents find it a relief whenever their children are sent away from school. They immediately assign them some duties to perform. Some children are always assigned duties such as looking after cattle, younger children, farming activities etc. So to some parents, being in school is a waste of time and they would prefer to have them at home working.

(3) the pupils attitudes towards the education. Because of the high number of educated unemployed some pupils no longer value education as a means to secure a job and become rich. So being away from school they would work in people's farms and in businesses and earn some money.

The above factors are some of the characteristics that are more associated with the families that are of lower socio-economic status.

Major Findings

From the research responses the researcher was able to come up with the following findings:

(i) children are more interrupted in their education in the rural areas than in the urban areas, and that there exist a significant difference in interruption rate in rural areas due to the socio-economic status' disparity according to regions.

(ii)the children's educational performances are affected either positively or negatively by home living conditions, teachers, school administration,parental and the learners attitudes towards learning.

(iii) the parents ability to buy school equipment e.g. textbooks, uniform, building funds and tuition is a sign of economic status of the parents.

(iv) socio-economic is a factor that has total influence on educational interruption and consequently the performance of the interrupted pupil.

(v) pupils education could be interrupted by any of the following

(a) pupils sent home to collect school requirements such as uniforms, fees, books, etc.

(b) lateness to school due to the work given by parents, distance one walks to school etc.

(c) Poverty whereby the child abandons classwork to work in peoples' farms for money.

(e) Suspension due to discipline problems

(f) Repetition due to his poor performance or the parents wish to space the children in the school in order to reduce the financial burden.

(g) School uniform is a must to all children. The lack of it is a common problem in rural schools. This problem can be as a result of family poverty, and ignorance of the parents.

(h) Some children from poor families go without lunch or even breakfast. Such children are highly associated with those who are constantly sent home to collect school requirements, and those who fail in the examinations.

i) Childrens' homes differ in facilities in that children from privileged homes will have adequate and relevant facilities for private study while those in less previleged homes will not have such facilities. The former children will do their homework at home and will tend to perform better in their examinations and classroom work, than the latter who will tend to perform poorly.

(j) Performance in examinations and classroom work may be influenced by any or all of the following factors:-
availability of relevant and adequate facilities for the teachers and pupils. Such facilities were indicated by the respondents from the lower and upper rural schools to be scarse;
lighting system at homes for private study - The researcher found that a number of respondents from the lower rural zone use poor lighting system (ordinary fire) while those in middle zone use electricity;
space - adequate space for study at home. Very few children in the upper and lower rural zones indicated that they have a space for doing their homework at homes. Those in the middle zone whose parents have stone houses with separate rooms indicated that there are such space where the children could do their private study;
Time is yet another factor that could contribute very much to the examination performance where a child is engaged in other family activities rather than school work, the attendance tends to be lower and this may reflect to type performance of such children;

Pupil's and their parents' attitudes towards education do in fact contribute to the educational performance. Where a child is encouraged in his school work, such a child will perform better than when he is discouraged. Other factors include teachers motivation, diseases and malnutrition and syllabuses and the way they are interpreted.

To summarise the above factors one is bound to say that a poor socio-economic setting is characteristic of poor living conditions that include all or some of the mentioned factors.

Urban schools were found to have better facilities and attract highly qualified teachers, than the rural

schools. Among the rural schools there are those that can be referred to as poor rural, and others rich rural. Both differ in the socio-economic setting of the area.

From the responses and the discussion following in this chapter the researcher is bound to conclude that the children in the lower rural zone live in poorer living condition than those in upper rural while those in middle zone live in far much better living conditions. Performances in certificate of Primary Education Examination are better in middle zone than in upper rural or lower rural zones.

It was felt by the researcher that in order to establish a satisfactory result that fully shows the part played by the socio-economic facts to the childs' performances in education, a large sample of population from various parts of the country and from regions such the upper rural, middle and lower zones would need to be investigated.

Correlation between the socio-economic background and performance exists, and its influence is clear and established in this research, but in order to establish for certain the actual part played by the factor under investigation, more time and money would be needed.

This study was conducted to examine the role played or the influence of socio-economic factor to the pupils' performance in schools.

The target population were standard six pupils; standard six teachers and Headteachers of six primary schools were selected out of 187 schools in Embu District. A random sample of about 15 pupils from each school were used. The number of target population would have been increased by increasing the number of schools if it were not for the limiting factors namely time and money.

The research design was survey research where each respondent was expected to respond to the set questionnaire.

The final analysis is calculation of the responses into percentages with the help of a hand calculator.

As much as possible responses from each zone have been treated seperately so as to establish any of the differences that the researcher anticipated.

Conclusion based on Findings

(1) Poor Socio-economic factors do influence the education interruption of children

(a) children who come to school hungry and late, will not perform their educational work as those who are well fed and are always in time

(b) children who lack some facilities will abandon classwork and work in peoples' farms for money.

(c) Schools' located in poor areas will not have high standard in performance in CPE examination.

(d) Poor Parents will encourage dropout of their children,
Parents who have poor attitudes towards education will value the duties children do at home at the expense of classwork.

(e) Living conditions are poor for people of lower economic setting. This will influence learning in that children from such homes will not have time and materials for studying.

(f) Distance the children walk from thier homes vary from one zone to another. In a poor economic zone schools will be scarse and children will be forced to walk long distances. This in itself has negative effect to learning.

(g) Teachers serving in areas of lower economic level will constantly ask for transfers, and as such some schools are poorly staffed.

This shows that the socio-economic background of an area and pupil will affect the performance of the child in the classroom and in National examinations.

RECOMMENDATIONS

Some of the measures that the author could recommend to the Government to take in order to improve the educational participation by all Kenyans and improve their education performance are as listed here below:-

(1) Government to take over the construction cost of all buildings in the primary school in order to remove the financial constraints that the parents face today, so that they are only left to cater for food and clothing.

(2) The Government to step up the supply of instructional materials such that all schools are supplied with the materials on time.

(3) The Government to increase the number of primary schools in rural areas, so that the children walk short distances from their homes.

(4) The Primary Education must be made compulsory and discourage dropout cases.

(5) The Government should increase the school inspectors so that all schools are visited easily during the term.

(6) To involve a larger number of teachers from the lower income group schools in curriculum matters and take some schools as trial schools.

(7) To make the primary education equip the pupils with skills that they can use in community development and where possible get employment.

(8) In addition to the free milk, the government should look into ways by which free midday meal could be introduced under the already established National School Feeding Council of Kenya. At present only those pupils from families that can afford the required charge are enjoying these facilities. In the sample schools, it was found that only those schools in upper rural and middle zones are registered with the National School Feeding Scheme of Kenya. Those schools in lower are not.

Further Recommendations to

(a) Kenya National Examination Council

This examining body could consider the regional disparities that exist today in Kenya during the setting of examination papers and marking. A different marking procedure and grading could be used to assess and grade those candidates from schools located in unprevileged regions. With the present poor material supply in some schools the performance trend will continue to deteriorate.

(b) Ministry of Higher Education - selection to secondary schools should be revised, provision should be made available for those candidates who scored low marks due to the lack of learning facilities in their school. Candidates from the schools in lower economic setting should be selected using a different procedure than those in upper economic setting. This would ensure that such children who perform poorly because of the socio-economic effect are catered for by the system.

More secondary schools should be opened in these rural areas (Lower Economic setting regions) to cater for these children.

APPENDICES:

Appendix 1:

Questionnaire for Standard Six Pupils:

Only those who are in Standard Six should answer this questionnaire.

Instructions:

1. Read through the whole questionnaire first before you start to answer the questions.

2. Circle only the letter that indicate your choice.

3. For the Yes/No indicate your choice by tick ( ).

4. For the blanks fill in the correct answer according to your choice.

5. Do not write your name in this questionnaire.

6. The information you will give out will be treated as confidential information between you and the researcher only. No third person including your fellow pupils should see any of your responses.

1. What is the name of your school?.....
2. How old are you?.....
3. How many are you at your home?.....
4. How many of your brothers and sisters are in
   a) this primary school?.....
   b) another primary school?.....
   c) secondary school?.....
   d) training institutions?.....
   e) University?.....

5. How many of those in secondary school are in:-
   a) Government Secondary School?.....
   b) Harambee Secondary School?.....

7. Do you have brothers or sisters who passed very well and were admitted to a good Secondary School or any Secondary School but failed to continue with education because of lack of fees?
   (Yes/No).....

8. When did you start schooling?.....
9. Which classes did you repeat if any?.....
10. How far is your home from this school?.....
11. Are your parents alive?....(Yes/No).....
12. What is the occupation of your parents? Tick one)
    a) farmer b) labourer c) employed in offices,
    d) shopkeeper or merchant.

13. Do you have any of your brothers or sisters employed in Government or any other offices? (Yes/No.....

14. Who buys your school uniform, textbooks etc.?.....
15. Where do you live? (Tick one) Town, Shopping Centre, village farm?

16. How big is your father's farm?.....
17. What cash crops are grown on your father's farm? (coffee, cotton, tea, (Tick any)

18. Apart from cash crops you have ticked above, what other crops does your parents grow for sale in the local and other markets?
    a) bananas b) Maize c) beans d) peas
    e) sorghum and millet, f) sorghum and millet only.

19. Which of the following domestic animals are kept by your father?
    a) cattle and pigs b) poultry and goats c) none
    (Tick any)

20. Does your father or mother sell any of the products from these animals? (Yes/No).....

21. What time do you wake up in the morning?.....

22. Which of the following items do you take as breakfast? before going to school: (Tick any)
    a) tea only b) tea and bread c) porridge
    d) tea, bread and eggs e) none of the above.

23. Who prepares you breakfast the morning? (Tick any)
    a) Mother b) Elder sister c) Houseboy
    d) Housegirl e) Me f) not applicable

24. How do you come to school?
    a) walking b) driven c) matatus

25. Do you have shoes? (Yes/No)

26. Do you use them in school? (Yes/No)
27. Do you have another school uniform? (Yes/No)
28. Have you ever been sent away from school because of lack of school uniform? (Yes/No)
29. If the answer to the above question is YES, for how long did you stay at home before coming back to school.....

30. Is there any time you have to work in peoples' farm for money (or accompanying your mother, sisters or brothers to people's farms to work for money) to buy school textbooks, uniforms and food (Yes/No).

31. Apart from the school textbooks, do you have your own textbooks? (Yes/No)

32. Where do you go for lunch? (Tick any)
    a) home, b) stay in the school, c) shopping centre.

33. Is there any time when you have to go without lunch? (Yes/No)

34. Are you assigned some duties at home after school? (Yes/No)

35. Does the duty interfere with your studies? (Yes/No)

36. Do you do your homework and studies at home or at school? (home/school)

37. Do you have a room, or place where you do your studies at home? (Yes/No)

38. What source of light do you use for your home studies? (Kerosine lamp, electricity, ordinary fire, candle) Tick any)

39. Do you have your own bed? (Yes/No)

40. Do you get extra coaching after school either by your parents, brothers, sisters or teachers paid by your parents? (Yes/No)

41. Which of the following best describes your father's house where you live?

a) A stone building with separate bedroom (more than 2) sitting room, and kitchen, supplied with piped water, and electricity

b) A stone building with separate kitchen, sitting room and only one bedroom.

c) Timber house or built with corrugated iron sheets on the sides with separate bedrooms (more than 2) sitting room and kitchen either inside or outside, and with electricity and piped water.

d) Like or that in B but has no piped water inside nor electricity.

e) A mud house thatched with G.I.S. with piped water outside.

f) A mud house thatched with grass and no water near, no electricity.

g) None of the above.

42. What languages do you use at home? (English, Kiswahili, Mother-tongue (Tick any)

43. Which of the following subjects do you like most (English, Kiswahili, Mathematics, Geography, History, C.R.E.) (Tick any)

44. Which of the subjects do you score the highest marks when you joined Std. VI.

45. What was your academic performance position when you joined Std. VI?

46. Was that better than or worse than the position you when you joined Std. V from Std.IV?

47. What can you say in general about your academic performances during the past five years in school? (Tick any)
a) very good b) good c) fair d) poor e) very poor

48. Can you be able to predict the number of points you are likely to get at the end of Std.VII examination (CPE)

49. What kind of Secondary School would you like to join for further education? (Government, Harambee, Technical Secondary school)

50. What would you like to become after school? (Tick one)
a) Doctor, b) Teacher, c) Driver, d) Carpenter,
e) Mechanic, f) farmer, g) I don't know.

51. Which of the following items does your father have?
a) Car b) Radiogram c) Television
d) Radio Cassette and Recorder or Radio

52. How many cars does your father have?

53. Does your mother drive? (Yes/No)

54. Which of the following Towns have you ever visited?
(Embu, Meru, Nairobi, Nakuru, Mombasa, Kisumu) Tick any)

55. Apart from the Towns mentioned in question 54, which other towns have you ever visited?.....
.....

APPENDICES

APPENDIX II

Questionnaire for Standard Six Teachers:

Only those who are either Std. VI Classmasters or those who teach Standard Six classes should answer this questionnaire.

Instructions:

1. Read through the whole questionnaire first before you start to answer the questions.

2. Circle only the letters A, B, C, or D (or one of the letters) to indicate your choice.

3. For the Yes/no, indicate your choice by ticks ( )

4. Do not write your name in this questionnaire.

5. The information you will give out will be treated as a confidential information between you and the researcher only. No third person including your fellow teacher should see any of your responses.

6. Answer all questions.
   Name of the school.....
   Province.....
   District.....
   Division.....
   Location.....
   SubLocation.....

2. When did you start teaching as: (a) Untrained teacher.....
   (b) Trained teacher.....

3. State the number of schools in which you have taught apart from the present school:
.....

4. Which of the following reasons best explains why you have had so many transfers: (Tick one)
   a) Personal requests
   b) Transferred by TSC without consultation
   c) For disciplinary reasons
   d) Not applicable

5. State your favourite teaching subject:
   a) English
   b) History
   c) Mathematics
   d) R. Education
   e) Art and Craft
   f) Geography
   g) Science
   h) Kiswahili

6. Of these subjects, which one do you teach your class?.....

7. What is your position in the school?
   a) Headmistress
   b) Headmaster
   c) D/Headmaster
   d) D/Headmistress
   e) Class teacher
   f) Games Teacher/master

8. Are you housed by the school? (Yes/No)

9. If the response to No. 8 is No, what is the approximate distance from your house to school? a) 1-3, b) 4-2
   c) 8-12 d) 13-15 e) -15

10. Do you get to school in time for morning assembly and classes? (Tick one) a) Rarely b) Most of times c)Always

11. Apart from teaching Standard Six, which other classes do you teach?.....

12. The number of pupils in Std. VI this year is smaller/ greater than the number of pupils in the same class last year when they were in Standard V. This difference might have been brought about by:-
    a) Transfers to and from schools
    b) Repetition
    c) Discontinued because of sickness or discipline problems
    d) Discontinued because he/she could not afford school uniforms and required materials.

13. Do all the children in your class have the necessary textbooks and exercise books? (Yes/No).....

14. If the response to the above question is No, how do the children share the textbooks?
    a) Between two pupils
    b) Among four pupils
    c) Among eight pupils
    d) Among ten pupils
    e) No sharing because there are no textbooks.

15. Where do you get your visual aids:-
    a) I make them
    b) I help the pupils to make them
    c) Buy them from the workshop
    d) Collect them from the Kenya School Equipment Store
    e) A and B above.

16. Do you give your children homework? (Yes/No)

17. Are the children expected to do their homework in the school or at their homes after school? (Home/School)

18. Do all the children finish their work in time before the following day lessons as expected by you? (Yes/No)

19. At their homes in your opinion, what problems do the children face, that affect their performance in their homework?
    a) No study room
    b) No lights
    c) Work given by the parents
    d) More work given by other subject teachers
    e) Lack of motivation

20. In general what can you say about the standard of pupils performance in the classroom for the period you have been their teacher?

    a) Very Good b) Good c) Average d) Poor
    e) Very poor

21. If your response to question 20 is D and E, what factors do you think contribute the poor classroom performance.
    a) Sickness of most of the children
    b) Malnutrition
    c) Lack of instructional material e.g. (textbooks, visual aids etc.)
    d) Poor motivation of the children
    e) Not applicable

22. You have now been in the school for the last.....years. What can you say about the people of this area (about their attitudes towards education)
    A) All are interested in their children's education.
    B) Some of them don't care whether their children go to school or not.

23. What period of the year do you note low classroom attendances? (Tick one of the four)
    a) During the harvest
    b) During the cultivation and planting times in their parents farms
    c) At all seasons
    d) Attendance is high throughout

24. What can you say about socio-economic and monetary status of the people of this area? (Tick any of the four alternatives)
    a) Very rich b) Rich c) Average d) Poor

25. School uniform is a must to all children in this school, what fraction of the children in your class who appear not to have school uniform for most of their times?
    a) 1/2 b) 3/4 c) 1/4 d) all

26. What reasons would you give that contribute to this lack of school uniform for those children (Tick one)
    a) Very poor family and parents cannot afford.
    b) Some of the children have no parents and their guardians are poor.
    c) Parents can afford but they do not care what their children wear in school.
    d) I do not know.

27. Have you noticed in your class some children who come to school hungry after lunch? (Yes/No).....

28. Is is possible to associate them with those in No.26 above?.....

29. Looking at the classroom performances of your children is it possible to say that there exists a close relationship between the type of performance and the child's home background? (Yes/No)

30. In your opinion, is extra coaching and private study after school times contribute to the pupils better performance in examinations? (Yes/No)

31. Is it therefore true to say that the children who perform well or better in your class have facilities and time at their houses to do their homework properly and that those who perform poorly lack such facilities (Yes/No)

32. Is it true that the children who have such facilities as mentioned in item No.31 above are expected to perform better than such children who lacks the same facilities in their CPE at the end of Primary Education.

33. In this school, have you noticed such cases as mentioned in item No.32? (Yes/No)

34. Have you known cases in your school where a child abandons class work or attendance and works for money in people's farms?
a) very often b) sometimes c) None

APPENDICES
APPENDIX III

Questionnaire for Headteachers

Only those who are headteachers should answer this questionnaire.

Instructions:

1. Read through the whole questionnaire first before you start to answer the questions.
2. Circle only the letters A,B, C, D, or E, to indicate your choice.
3. For the Yes/No indicate your choice by ticks ( )
4. For blanks fill to the required answer according to your choice.
5. The information you will give out will be treated as confidential information between you and the researcher only. No third person including your fellow teacher should see any of your responses.
6. Answer all questions and do not write your name on any of the papers.

   Name of the School.....
   Province.....
   District.....
   Division.....
   Location.....
   Sub-Location.....

2. State the date when the school was started.....
   What was the total enrolment that year.....
3. State the total number of children in the school this year 1982. Show the number of the children in each class.

CLASS	NO OF PUPILS	CLASS	NO OF PUPILS
Std.I		Std.V	
Std.II		Std.VI	
Std.III		Std.VII	
Std.IV			

4. Does your school have a parent association (Yes/No).....
5. What is the occupation of the Chairman?.....
   .....
6. How often does the association meet each term?
   (once, twice, thrice)

7. Who is responsible for providing funds for financing the construction of buildings and buying furnitures? (Tick one)
   a) Teachers
   b) Parents
   c) Government
   d) All of the above.

8. How is the money collected for building?
   a) Harambee funds drive
   b) As the child registers in the school
   c) Paid yearly as a building fund
   d) Donations from private organizations and Government

9. What happens to the children whose parents fail to pay the building funds?
   a) Headmaster sends them home
   b) The Headmaster sends the names of such children to the District Basic Education Office for further action.
   c) Parents of the area gather and contribute money for the children involved
   d) Not applicable

10. Who decided on how much money each parent (or child) should pay towards the building costs?
    a) Headmaster
    b) Parent Association
    c) The Provincial Education Officer
    d) All parents of the area

11. For how long have you been in this school?:-
    a) as ordinary teacher.....
    b) as a Deputy Headmaster.....
    c) as Headmaster.....

12. How many teachers are in this school?.....
    How many of them are:-
    Graduates (Approved Teachers).....
    S1.....
    P1.....
    P2.....
    P3.....
    Untrained Teachers.....:.....

13. What can you say about staffing in this school?
    a) Poorly staffed
    b) Well staffed
    c) Average

14. Is your school registered under the Kenya School Feeding Scheme? (Yes/No)

15. If the response to question 14 is No, which of the following statements are best reasons.....(Tick any)
    a) The people of this area are very poor and cannot afford to pay for the food to be offered by the Feeding Scheme.
    b) The People of this area are rich and can afford good food for their children during lunch.

(c) Children come from near places and can be able to go back home and take lunch.

(d) The Kenya School Feeding Scheme has not contacted the school.

16. When did your school enter candidates for CPE for the first time (state the date)

17. What can you say about C.P.E. performance since that year stated above in question 16?
    a) improving
    b) deteriorating
    c) no change
    d) not applicable

18. Show in the table below the position of your school in CPE results compared to the other schools in the district.

Year	Position
1977	_____
1978	_____
1979	_____
1980	_____
1981	_____

19. In your opinion which of the following factors can be said to contribute to the poor CPE performance in your school:-
    a) Poor staffing
    b) No enough and good facilities e.g. teaching aids, rooms etc.
    c) Pupils' socio-economic background
    d) Poor teacher involvement in teaching
    e) Poor pupil involvement in learning
    f) All of the above

20. In this school are there some children who come from very poor families? (Yes/No)

21. If the answer to question 20 is YES, what can you say about their performance in the school work:
    a) as good as the other children
    b) average
    c) poor
    d) not applicable

22. If the answer you have given to question No.21 is applicable tc the past years in CPE performances of such children? (Yes/No)

23. In your opinion what can you say about the socio-economic set up of this area compared to the other areas of the district:
    a) very poor, and is composed of people of low economic set up.
    b) average - some of the areas are rich or well up - others are poor.
    c) very rich - most of the people are employed, businessmen and are of higher economic setting.

24. In your opinion are the childrens' parents concerned about their children performances in school?
    a) some parents
    b) none at all
    c) all parents

25. What time of the year does the school experience a high rate of poor attendance by pupils?
    a) Rainy seasons
    b) Dry seasons
    c) Cultivation times
    d) When there is famine

26. In your opinion do you think the socio-economic set up of parents influence the attendance of children and consequently the pupils performances? (Yes/No)

27. Every year in each class there are always some dropouts and dropins. It is true to say that the higher number of dropouts is influenced by the socio-economic set up of the parents? (Yes/No)

28. Coming to school late either in the morning or afternoon is very common in some schools. Is this true in your school? (Yes/No)

29. Which one of the following best explains the reasons that contribute to the lateness of children to school in your school?
    a) some parents assign children other work to perform before they go back to school
    b) some parents do not prepare food or have no food ready for children during lunch.
    c) some children have to make long distances to and from school.

30. Pupils are supposed to have a school uniform. Is lack of the uniform a recurrent problem in your school to some children? (Yes/No)

31. Are there some children whose parents cannot afford school uniform for children? (Yes/No)

32. Apart from school uniform, what other things are parents supposed to buy for their children (Tick any)
    a) stationery - pens, pencils, rubbers etc.
    b) shoes
    c) textbooks
    d) all of the above

33. Are there some parents who have never been able to buy any of those items ticked in No.36 above? (Yes/No)

34. How do majority of the parents in this area around the school earn their living?
    a) farming
    b) employed in offices and farming
    c) business and farming
    d) all the above is applicable to most of the people.

35. In your opinion (and what you have observed from the people of this area) where do the poor parents obtain the fees, school funds and money to buy food and other facilities for their children.
    (Tick any of the following)
    a) sell land
    b) sell farm produce and domestic animals
    c) borrow from friends and relatives
    d) get bursary from the Government, Church and local county council.
    e) meagre wages earned after working as casual labourers.

36. Apart from the lack of fees, school funds, uniforms and low motivations towards education children from poor parents can be away or absent from school due to any of the following reasons:

a) involved in planting and harvesting
b) working for money as casual labourers to earn money to support other children in their homes.

c) look after domestic animals

d) to look after the younger children, or employed as house-girls and shamba boys.

e) roams about in the nearest market places and in the village

f) all of the above.

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